



Overview of the 2005–06 Accountability Progress Reporting System

This overview provides summary information designed to assist accountability coordinators, management staff, and school boards at local educational agencies (LEAs) in understanding accountability requirements in California.

California's comprehensive accountability system monitors the academic achievement of all the state's public schools and local educational agencies (LEAs), including charter schools, that serve students in kindergarten through grade twelve. (An LEA is a school district or a county office of education.) This accountability system is based on **state** requirements, established by the Public Schools Accountability Act (PSAA) of 1999, and on **federal** requirements, established by the No Child Left Behind (NCLB) Act of 2001.

Accountability Progress Reporting

The California Department of Education (CDE) reports both state and federal accountability results under the general heading of the "Accountability Progress Reporting" (APR) system. The APR includes the state Academic Performance Index (API) Base and Growth Reports, the federal Adequate Yearly Progress (AYP) Report, and the federal Program Improvement (PI) Report, as listed below. The reports are located on the CDE Web site at <http://www.cde.ca.gov/apr/>.

2005–06 APR System

State Accountability Requirements	Federal Accountability Requirements
■ 2005 API Base Report (released March 2006)	■ 2006 AYP Report (released August 2006)
■ 2006 API Growth Report (released August 2006)	■ 2006–07 PI Report (released August 2006)

State Accountability Requirements

State results focus on how much schools are improving in year-to-year academic growth. The API is the cornerstone of the state's academic accountability requirements. Its purpose is to measure the academic performance and growth of schools.

State API

The API is a numeric index (or scale) ranging from a low score of 200 to a high score of 1000. In order to meet state requirements and phase-in of new indicators, each API cycle includes

- an "API Base" and an "API Growth." The API Base, released in March, is calculated from statewide test results of continuing and new assessments from the prior year. The API Base serves as the baseline for comparisons with the API Growth. The API Growth, released in August, is calculated in exactly the same fashion and with the same indicators as the prior year API Base but is based on test results from the following year. The API Growth establishes whether schools met their API growth targets. Each school has its own target for growth in the API, and the target depends on the school's score on the API Base from the prior school year. The API Base is subtracted from the API Growth to produce growth in the API. The API Base Report also includes statewide and similar schools ranks (see explanation about "API Ranks" on page 2).

2005–06 API Reports

2005 API Base	2006 API Growth
■ Reported in March 2006	■ Reported in August 2006
■ Based on 2005 test results	■ Based on 2006 test results
■ Sets targets for growth in the API from 2005 to 2006	■ Shows growth in the API from 2005 to 2006
■ Statewide and similar schools ranks	■ Shows whether targets were met

- A detailed description with examples of how the API is calculated is included in the *2006 Academic Performance Index Growth Report Information Guide*. The "Calculation Spreadsheets Base and Growth" allow users to input their own data. Both are located on the CDE Web site at <http://www.cde.ca.gov/api/>.

Test Results Used in the API

- California's accountability system measures a school's or LEA's performance and progress based on results of statewide tests at grades two through twelve. These tests are aligned to state-adopted content standards. The content standards describe the knowledge and skills that students should learn at each grade level. The chart at the bottom of page 2 shows the content areas and grade levels of the tests used in the API (left column).



API Growth Targets

API growth targets are set for each school as a whole and for each numerically significant subgroup in the school. The annual growth target for a school is 5 percent of the difference between a school's API Base and the statewide performance target of 800. For any school with an API below 800, the minimum growth target is at least one point. Any school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. LEAs and schools in the Alternative Schools Accountability Model (ASAM) receive APIs but do not receive API targets.

Since 1999, the growth target for each numerically significant subgroup is 80 percent of the schoolwide growth target. **However, growth targets for numerically significant subgroups will change when the 2006 API Base is reported in March 2007 and will be parallel to the schoolwide target calculation that has been in place since 1999. Specifically, starting with the 2006 API Base Report, each numerically significant subgroup will have to show API growth of at least 5 percent of the difference between its 2006 API Base and 800. In addition, a minimum target of five points schoolwide and subgroup growth will also begin with the 2006 API Base Report.**

API Ranks

- API ranks are provided in the API Base reports. Schools are ranked in ten categories of equal size, called deciles, from one (lowest) to ten (highest). A school's statewide rank compares its API to the APIs of other schools statewide of the same school type (elementary, middle, or high school).
- A school's similar schools rank compares its API to the APIs of 100 other schools of the same type that also face similar challenges.

Statewide Similar Schools API Ranks

Statewide Ranks	Similar Schools Ranks
<ul style="list-style-type: none"> Calculated separately by school type (elementary, middle, or high school) School's API compared to all other schools in the state 	<ul style="list-style-type: none"> Calculated separately by school type (elementary, middle, or high school) School's API compared to 100 other schools that face similar challenges

- LEAs and schools in the ASAM do not receive API ranks. A small school with between 11 and 99 valid scores receives an API and a statewide rank with an asterisk but no similar schools rank. Asterisks denote APIs and ranks that are based on small numbers of test results.

State Test Results Used in API and AYP Calculations

Academic Performance Index (API)	Adequate Yearly Progress (AYP)
California Standards Test (CSTs)	
<ul style="list-style-type: none"> English-language arts, mathematics, history-social science, and science <ul style="list-style-type: none"> Grades two through eleven 	<ul style="list-style-type: none"> English-language arts and mathematics <ul style="list-style-type: none"> Grades two through eight
California Alternate Performance Assessment (CAPA)	
<ul style="list-style-type: none"> English-language arts and mathematics <ul style="list-style-type: none"> Grades two through eleven 	<ul style="list-style-type: none"> English-language arts and mathematics <ul style="list-style-type: none"> Grades two through eight and ten
California High School Exit Examination (CAHSEE)	
<ul style="list-style-type: none"> English-language arts and mathematics <ul style="list-style-type: none"> Grades ten (and eleven and twelve if passed) Passed = 350 or above score 	<ul style="list-style-type: none"> English-language arts and mathematics <ul style="list-style-type: none"> Grade ten Proficient = 380 or above score
California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)	
<ul style="list-style-type: none"> Reading/language arts, mathematics, spelling <ul style="list-style-type: none"> Grades three and seven 	<ul style="list-style-type: none"> Not used in AYP

The CST in history-social science is only at grades eight, ten, and eleven. The CST in science is only at grades five, nine, ten, and eleven.

The CAPA is a standards-based test for students with significant cognitive disabilities who are unable to take the CSTs, even with accommodations or modifications.

The NCLB grade eight CST in science and grade ten CST in life science will be introduced into the API beginning with the 2006 API Base reports to be released in March 2007.



How State API Results are Used

The API is used in meeting state requirements under the PSAA and federal AYP requirements under NCLB. Under state requirements, if a school meets certain API participation and growth criteria, it may be eligible to become a California Distinguished School or National Blue Ribbon School. If a school does not meet or exceed its growth targets and is ranked in the lower part of the statewide distribution of the API Base, it may be identified for participation in state intervention programs that are designed to help the school improve its academic performance. Under federal NCLB requirements, the API is one of the indicators for AYP.

Federal Accountability Requirements

Federal results focus on how well schools and LEAs are meeting common standards of academic performance.

Federal AYP

Federal results are reported in terms of AYP criteria, or targets. NCLB requires that all schools or LEAs of the same type meet the same academic targets throughout the state, regardless of their baseline levels of performance. AYP targets increase until 2014 when all schools and LEAs must have 100 percent of their students performing at the proficient level or above on statewide tests.

Test Results Used in AYP

The statewide test results used in AYP calculations differ from the results used in API calculations. The chart at the bottom of page 2 shows the content areas and grade levels of the tests used in AYP calculations (right column).

AYP Performance Targets

Each year, schools and LEAs must meet four sets of requirements to make AYP. The requirements reflect minimum statewide performance levels and are the same for all schools and LEAs of the same type (see following table). The requirements include (1) student participation rate on statewide tests, (2) percentage of students scoring at the proficient level or above in English-language arts and mathematics on statewide tests, (3) API Growth, and (4) graduation rate (if high school students are enrolled). Numerically significant subgroups at a school or LEA also must meet participation rate and percent proficient requirements.

Statewide AYP Requirements for School Year 2005–06

Type of School or LEA	Participation Rate	Percent Proficient in English-Language Arts	Percent Proficient in Mathematics	API Growth	Graduation Rate (if high school students enrolled)
Elementary Schools, Middle Schools, and Elementary School Districts	95%	24.4%	26.5%	590 OR 1 point growth	N/A
High Schools and High School Districts (with grade levels 9–12)	95%	22.3%	20.9%		82.9% OR +0.1% one-year change
Unified School Districts, High School Districts, and County Offices of Education (with grade levels 2–8 and 9–12)	95%	23.0%	23.7%		OR +0.2% two-year change

Federal PI

Federal results also include information about whether a school or LEA receiving federal Title I, Part A, Basic funds has been identified for PI because it has not met AYP targets for two consecutive years within specific areas. Schools and LEAs in PI must implement additional federal requirements. A school or LEA is eligible to exit PI if it makes AYP for two consecutive years. More information about PI identification and requirements can be found in the *2006 Adequate Yearly Progress Report Information Guide* on the CDE Web site at <http://www.cde.ca.gov/ayp/>.

If a school or LEA is identified as PI, it must provide certain types of required services and/or interventions. A **school** identified as PI must notify parents/guardians about the PI status and offer school choice with paid transportation to students for the 2006–07 school year to attend another public school in the LEA that is not PI. Some schools in PI also may need to provide supplemental services, such as tutoring to eligible students in the school, and be subject to other federal corrective actions. An **LEA** that is identified as PI must notify its parents/guardians about its PI status, develop or revise its improvement plan, implement the revised plan, and provide additional high quality staff development for its teachers. Types of possible services for students, parents, and guardians are outlined in the chart on the next page.



Categories of Schools Receiving Federal Title I Funds	NCLB Options and Services for Students and Parents and Guardians
Not in PI	<ul style="list-style-type: none"> School provides support programs to eligible Title I students
Year 1 in PI	<ul style="list-style-type: none"> Parents and guardians are eligible to send their children to a non-PI school and to receive transportation at school district expense School must revise its school plan within three months
Year 2 in PI	<ul style="list-style-type: none"> Same services as Year 1 PI school Supplemental services, such as tutoring, provided to all eligible students
Year 3 in PI	<ul style="list-style-type: none"> Same services as Year 2 PI school School district provides corrective action to improve the school
Year 4 in PI	<ul style="list-style-type: none"> Same services as Year 3 PI school School must develop a new alternative governance plan
Year 5 in PI	<ul style="list-style-type: none"> Same services as Year 4 PI school School must implement its alternative governance plan

Determining Subgroups for API and AYP

To be considered numerically significant for the API and AYP, a subgroup must either: (1) have at least 50 students enrolled or with valid test scores who make up at least 15 percent of the school's enrollment or total valid test scores, **or** (2) have at least 100 students enrolled or with valid test scores.

Subgroup results for API and AYP are calculated for the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged
- English Learners
- Students With Disabilities

API Use Differs in State and Federal Criteria

- The API is used in both state and federal target criteria, but the use of the API differs. Under state requirements, a school must increase its API score by 5 percent of the difference between the school API and 800 **or** maintain a score of 800 or above. To meet federal AYP criteria, a school or LEA must have a minimum API of 590 **or** have at least one point growth in the schoolwide API in addition to the other federal requirements (participation rate, percent proficient, and graduation rate if high school students are enrolled).

Federal Requirements for English Learners

- NCLB also requires LEAs that receive funds under Title III to meet targets for English learners. Those targets include making annual progress in learning English and attaining English language proficiency on the California English Language Development Test (test used in California to measure English proficiency). Separate from the 2006 AYP Report, the 2005–06 Title III Accountability Report is to be released in September 2006 and will provide results of how well LEAs met the Title III accountability targets.

Additional Information

- The following CDE resources provide further information about the state and federal accountability system:

- APR** <http://www.cde.ca.gov/apr/>
 phone: (916) 319-0863
 e-mail: aaucde@cde.ca.gov
- API** <http://www.cde.ca.gov/api/>
 phone: (916) 319-0863
 e-mail: aaucde@cde.ca.gov
- AYP** <http://www.cde.ca.gov/ayp/>
 phone: (916) 319-0863
 e-mail: aaucde@cde.ca.gov
- PI Identification** <http://www.cde.ca.gov/ayp/>
 phone: (916) 319-0875
 e-mail: evaluation@cde.ca.gov
- PI Requirements** <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>
 phone: (916) 319-0854
 e-mail: pi@cde.ca.gov
- Title III** <http://www.cde.ca.gov/sp/el/t3/acct.asp>
 phone: (916) 319-0845
 e-mail: amao@cde.ca.gov